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ABSTRACT

In spring 1985, a study was conducted to evaluate the basic skills program of San Joaquin Delta College (SJDC). The study focused on student demographics, skill growth, the effects of basic skills classes on performance in other classes, retention rates, self-confidence, assessment scores related to course selection/performance, and re-entry students' performance level. Study findings, based on data on fall 1984 and spring 1985 enrollees, included the following: (1) 60% of the basic skills students were female, 29% were Hispanic, 67% reported English as their primary language, and 24% were not high school graduates; (2) the average semester gain in reading comprehension was 1.1 grade levels; (3) in fall 1984, 74.5% of the basic skills students took other academic courses; (4) 74% of the students enrolled in the fall term returned in the spring; (5) retention rates for basic skills students exceeded the college-wide rate by over 8%; (6) the percentage of students who felt they would not be successful in college decreased from 61% to 4% after taking the basic skills test; (7) 30% scored below 8th grade in reading, 45% below college level, and 25% at college level; (8) 29% of the math students needed assistance in basic computation; (9) only 50% of the students took placement advice; and (10 re-entry students were more likely to take other classes in addition to basic skills. Survey instruments are included. (LAL)

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BACKGROUND

This evaluation project is funded by a three thousand dollar grant from the Fund for the Improvement of Postsecondary Education, administered through the Chancellor's Office and the California Postsecondary Education Commission.

The project proposal for San Joaquin Delta College was developed through the joint efforts of Drs. Merrilee Lewis and Mary Ann Cox. The project directors determined that the project would focus upon the Spring 1985 enrollees in basic skills reading and mathematics classes. The determination of data collection objectives, the procedures to be utilized in data collection, and data collection instruments were reviewed with the participating staff prior to implementation.

The project evaluator was selected in late February after the project objectives and instruments for data collection had been developed, reviewed and approved by the staff.

In early March the project evaluator met with staff to review project objectives and to set dates for task completions. Data collection, as outlined in Appendices B-F, was accomplished within the time frame noted.

Data analysis commenced in April as demographic data became available. The analysis of student grades was accomplished in mid-June after the data became available.

This project was completed without the significant use of electronic data processing because of the lack of availability of computer services. The College has just completed a comprehensive study of its data processing needs and is currently in the process of implementing many of the recommendations. Because this transition was occurring, it was not possible for us to utilize the services of programmers, etc. to allow for electronic analysis.

The data tallies were accomplished by hand through the efforts of Huyen Nguyen, a college work-study student, and the project evaluator. In addition to tallying and analyzing the data, it was necessary to review student schedules and to collect grade point data. This was accomplished by utilizing our main computer's student data base. However, it was necessary to enter each student's I.D. number individually in order to secure the desired data. This process was long and cumbersome, but it was the only procedure available to collect the data that was needed.

The test data was analyzed utilizing the Minitabs system. This was an effective system for our needs; however, it lacked the capability of storage of the data, necessitating the re-entry of data in many instances.

The true bright spot of the project was the marvelous cooperation received from the project staff. The staff members went out of their way to be helpful to insure that all the data needed was secured. Instructional staff members conducting skill testing, demographic and attitude surveys included Jean Cummings, Margaret Engleman, Sara Garfield, Julia George, Gayle McBride, Mary Montez, Helen Murray and John Nichols.

HYPOTHESES/OBJECTIVES*

This project hypotheses/objectives included the following:

1) Demographics

The enrollment of students in basic skills classes should reflect the ethnic distribution of the student body. This objective was designed to provide data regarding the characteristics if the students enrolled in basic skills classes. A copy of the Student Information Survey will be found in Appendix E.

2) Skill Growth

Students are expected to show at least a six-month growth in reading and math. This objective was designed to measure the actual skill growth through pre and post testing in reading and mathematics. See Appendix D for data collection forms.

3) Effects of Basic Skills Classes on Performance in Other Classes

This objective was designed to look at the students enrolled in basic skills classes in terms of the non-basic skills classes "other classes" in which they enroll, and their grade point averages in non-basic skills classes. An assessment was also made to determine if there was a significant correlation between their earned grade point averages and their growth or decline between the pre and post tests.

4) Retention Rates

The retention rate for basic skills classes should be the same as the college-wide retention rate. This objective was designed to compare the students enrolled in basic skills classes to others to determine the retention and completion rates for each group.

5) Self-Confidence

Students in basic skills classes should report a greater degree of self-confidence after completing basic skills classes. This objective was designed to assess how the students felt about their capabilities before and after enrolling in basic skills classes. See Appendix F for the data collection instrument.

*See Appendices B and C for the Objectives and Tasks, Teacher Tasks, and Due Dates.

6) Assessment Scores vs. Course Selection and Performance

Students should have selected basic skills courses if they scored level one or two on the assessment/placement test. This objective, completed by Dr. Mary Ann Cox, was designed to compare assessment scores of students scoring level one in reading, writing and mathematics with student schedules to determine if the students took the advice given.

7) Re-entry Students

The re-entry student should be able to perform at the same level as other basic skills students. This objective was developed to assess the performance of re-entry students, defined as those students who ahve been out of school for three or more years.

METHOD AND PROCEDURES

The Population

The project directors determined that the major population to be included in the study would be the Spring 1985 enrollees in basic skills English (reading) and mathematics classes. Fall 1984 enrollees were included in an assessment of the effects of basic skills classes, retention data and the comparison of assessment scores with class selection.

Data Collection

The collection of data for analysis was accomplished by the participating staff members in accordance with the schedule in Appendix B. Additionally, data was collected by the project evaluator and his work-study student directly from student records available on the main computer.

Data Analysis

Since it was not possible to auotmate the data for electronic analysis, the principal means of data treatment were to tally. Although this was very time consuming task, it was smoothly accomplished.

Test data comparisons were accomplished utilizing the Minitab system for data analysis. Non-test data treatment was accomplished with a calculator.

RESULTS

Objective 1 - Demographic Data

Table 1 analyzes the demographic data. The data is shown separately for reading students and mathematics students, and then is presented as a whole. See Table 1.

In the basic skills population, females make up 60 percent, even though they account for 54 percent of the college population. The average age is 27.26 years, and 52 percent of the students are single. Forty percent have dependents, with the average number of dependents of 2.86. Nearly half the students are on financial aid.

The major racial, ethnic enrollments are Hispanic (29%), Caucasian (25%), Asian, Pacific Islander (23%) and Black (18%). Asians, Blacks and Hispanics are enrolled in the basic skills courses at a greater rate than would be expected based upon the college-wide rate for Asian, Black, and Hispanic.

Sixty-seven percent of the students reported English as their primary language; sixty-four percent completed high school. Almost half of the students have been out of school for at least three years, and sixty percent have earned fewer than ten college credits. Seventy-two percent are not employed.

Some differences are evident between math and reading students. Math students tend to be older and are more likely to have been out of school longer. Math students are more likely to have English as their primary language. Reading students have more dependents, are more likely to be single, and have been out of school less time.

Objective 2 - Skill Growth

The data reported here is for students enrolled in basic skills classes in the spring of 1985. The data collection dates are found in Appendix C. The test instruments utilized were the Stanford Diagnostic Reading Test, Third Edition, and the Stanford Diagnostic Mathematics Test, Third Edition. The form utilized for the reading and math pre-tests was G, while the post-tests utilized form H.

Table 2 computes the mean, t-test significance level and confidence levels for the reading tests.

A review of Table 2 indicates that significant gains were made in all areas. The average semester gain in reading comprehension, when converted to grade level scores, was 1.1 years; in vocabulary the gain was 1.5 years; in word parts, 2.6 years; and in structural analysis, 3.3 years. The t-tests were all highly significant.

TABLE 1

BASIC SKILLS - DEMOGRAPHIC DATA

		READING		MATH		TOTAL		COLLEGE WIDE	
		#	%	#	%	#	%	#	%
I.	Sex								
	Male	46	37.10	48	32.88	94	34.81	6513	46.0
	Female	75	60.48	88	60.27	163	60.37	7692	54.0
	No Response	3	2.42	10	6.85	13	4.82		
II.	Age (Average)		26.15		28.20		27.26		
III.	Racial/Ethnic Data								
	Amer. Indian	2	1.65	3	2.01	5	1.85	243	2.0
	Asian/Pac. Isl.	33	27.27	29	19.46	62	22.96	1673	12.0
	Black	23	19.01	25	16.78	48	17.78	690	5.0
	Caucasian	27	22.31	42	28.19	69	25.56	8349	58.5
	Filipino	3	2.48	3	2.01	6	2.22		
	Hispanic	33	27.27	47	31.54	80	29.63	1799	12.5
IV.	Marital Status								
	Single	72	59.02	69	47.26	141	52.61		
	Married	41	33.61	55	37.67	96	35.82		
	Separated	4	3.28	6	4.11	10	3.73		
	Divorced	4	3.28	15	10.27	19	7.09		
	Widowed	1	0.82	1	0.68	2	0.75		
V.	Dependents								
	Yes	63	51.64	46	31.50	109	40.67		
	No	59	48.36	100	68.50	159	59.33		
	If yes:								
	One	12		12		24			
	Two	14		24		38			
	Three	15		25		40			
	Four	7		1		8			
	Five	5		4		9			
	Six or more	6		8		14			
	Average #	2.95		2.79		2.86			

Table 1, Continued

		READING		MATH		TOTAL		COLLEGE WIDE	
		#	%	#	%	#	%	#	%
VI.	Veteran								
	Yes	8	6.72	6	4.17	14	5.32	390	2.8
	No	111	93.28	138	95.83	249	94.68		
VII.	Financial Aid								
	Yes	59	49.58	63	44.37	122	46.74		
	No	60	50.42	79	55.63	139	53.26		
VIII.	Language (Primary)								
	English	69	57.02	107	75.35	176	67.92		
	Other	52	42.98	35	24.65	87	33.08		
IX.	Education								
	Not H.S. Grad.	27	21.43	39	26.90	66	24.35		
	H.S. (Test)	11	8.73	6	4.14	17	6.27		
	H.S. (U.S.)	58	46.03	75	51.72	133	49.08		
	H.S. (Foreign)	13	10.32	10	6.90	23	8.49		
	Currently H.S.	3	2.38	2	1.38	5	1.85		
	No response	14	11.11	13	8.97	27	9.96		
	H.S. of Attend.:								
	(Local) Lincoln	4	3.50	5	3.91	9	3.72		
	Linden	1	0.88	2	1.56	3	1.24		
	Lodi	9	7.89	11	8.59	20	8.26		
	Manteca	5	4.39	6	4.69	11	4.55		
	Ripon	1	0.88	Ø	-----	1	0.41		
	Stockton	40	35.09	41	32.03	81	33.47		
	Tracy	3	2.63	7	5.47	10	4.13		
	(Other) U S.	40	35.09	37	28.91	77	31.82		
	Foreign	11	9.65	19	14.84	30	12.40		
	Not listed	13	-----	19	-----	32	-----		

Table 1, Continued

	READING		MATH		TOTAL	
	#	%	#	%	#	%
X. Last Time in School						
Less than One Year	66	54.55	37	25.52	103	38.72
One Year	5	4.13	17	11.72	22	3.27
Two Years	3	2.48	12	8.28	15	5.64
Three + Yrs.	47	38.84	79	54.48	126	47.37
XI. College Units						
Ø	34	31.48	26	25.00	60	28.30
Less than 10	25	23.15	29	27.88	54	25.47
11-20	29	26.85	19	18.27	48	22.64
21-30	2	1.85	6	5.77	8	3.77
31-40	3	2.78	3	2.88	6	2.83
41-50	8	7.41	10	9.62	18	8.49
51-60	4	3.70	5	4.81	9	4.25
Over 60	3	2.78	6	5.77	9	4.25
No Response	18	-----	41	-----	59	-----
XII. College Major						
Agriculture/ Nat. Resources	4	2.79	5	3.38	9	3.09
Architecture/ Environ.	4	2.79	Ø	-----	4	1.38
Biol./Phys. Sci.	3	2.09	1	0.68	4	1.38
Business	25	17.48	11	7.43	36	12.37
Communications	3	2.09	1	0.68	4	1.38
Computer	8	5.59	8	5.41	16	5.50
Education	6	4.20	7	4.73	13	4.47
Engineering	7	4.89	2	1.35	9	3.09
Fine Arts/ Applied Arts	2	1.40	6	4.05	8	2.75
Food Services	1	0.68	5	3.38	6	2.06
Foreign Lang.	1	0.68	Ø	-----	1	0.34
English/Philos.	Ø	-----	Ø	-----	Ø	------

Table 1, Continued

		READING		MATH		TOTAL	
		#	%	#	%	#	%
XII.	College Major (Continued)						
	General Ed. (Interdisc.)	15	10.49	Ø	-----	15	5.15
	Health/ Allied Health	13	9.09	36	24.32	49	16.84
	Home Econ./ Family/Consumer	5	3.49	6	4.05	11	3.78
	Law/Legal/ Public Safety	5	3.49	7	4.73	12	4.12
	Library	Ø	-----	1	0.68	1	0.34
	Mathematics	1	0.68	Ø	-----	1	0.34
	Occup. - Trade Tech.	4	2.79	18	12.16	22	7.56
	Physical Ed.	Ø	-----	Ø	-----	Ø	-----
	Social Sciences	7	4.89	7	4.73	14	4.81
	Undecided	21	14.69	26	17.56	47	16.51
	Not Listed	8	5.59	1	0.68	9	3.09
XIII.	Employment Hours Worked Per Week						
	Unemployed	87	71.90	104	71.72	191	71.80
	1-9 hrs.	2	1.65	8	5.52	10	3.76
	10-19 hrs.	12	9.92	9	6.21	21	7.89
	20-29 hrs.	12	9.92	6	4.14	18	6.77
	30-39 hrs.	3	2.48	8	5.51	11	4.14
	40 + hrs.	5	4.13	10	6.90	15	5.64

TABLE 2

TEST RESULTS - READING

TEST	MEANS	T-TESTS	CONFIDENCE LEVELS	
1. Comprehension:				
		n = 101		
Pre-test	34.248	Mn = 4.4851	99%	2.5696 - 6.4007
		S.D. = 7.33		
Post-test	38.733	T = 6.149	95%	3.0377 - 5.9326
		Sign. at 0.000		
2. Vocabulary:				
		n = 96		
Pre-test	18.948	Mn = 3.1563	99%	1.9261 - 4.3864
		S.D. = 4.58		
Post-test	22.104	T = 6.746	95%	2.2271 - 4.0854
		Sign. at 0.000		
3. Word Parts:				
		n = 96		
Pre-test	16.708	Mn = 4.7604	99%	3.6485 - 5.8724
		S.D. = 4.14		
Post-test	21.469	T = 11.255	95%	3.9206 - 5.6003
		Sign. at 0.000		
5. Structural Analysis:				
		n = 62		
Pre-test	21.919	Mn = 2.5968	99%	1.3324 - 3.8611
		S.D. = 3.74		
Post-test	24.516	T = 5.462	95%	1.6458 - 3.5477
		Sign. at 0.000		

Table 3 computes the mean, t-test significance level and confidence levels for the math tests.

The results in mathematics, when converted to grade level scores show an average growth of 4.0 years in application and 3.3 years in computations. The t-tests were both highly significant. See Table 3.

TABLE 3

TEST RESULTS - MATHEMATICS

TEST	MEANS	T-TESTS	CONFIDENCE LEVELS	
1. Computations:				
		n = 116		
Pre-test	22.828	Mn = 13.216	99%	11.4141 - 15.0169
		S.D. = 7.41		
Post-test	36.043	T = 19.219	95%	11.8532 - 14.5779
		Sign. at 0.000		
2. Applications:				
		n = 110		
Pre-test	13.836	Mn = 7.7455	99%	6.5294 = 8.9615
		S.D. = 4.86		
Post-test	21.582	T = 16.701	95%	6.8261 - 8.6648
		Sign. at 0.000		

Objective 3 - Effects of Basic Skills Classes on Performance in Other Classes

Table 4 shows the performance of the students enrolled in basic skills classes in the fall of 1984. Table 4 also computes the grade point averages for those students in other classes in addition to basic skills classes.

TABLE 4

PERFORMANCE OF BASIC SKILLS STUDENTS
IN OTHER CLASSES - FALL 1984

Fall - 1984 Data	Reading		Math		Totals	
	#	%	#	%	#	%
Enrolled in Only Basic Skills Courses	42	23.60	37	28.03	79	25.48
Enrolled in Other Classes	136	76.40	95	71.97	231	74.52
Total Units	893*		520*		143*	
Average Units Attempted in non-Basic Skills Courses	6.57*		5.47*		6.12*	
Grade Point Average in non-Basic Skills Courses	2.21*		2.05*		2.25*	

*The units listed exclude basic skills courses. GPA was determined by subtracting credit/non-credit courses from the total units and dividing the result into the grade points earned.

Table 5 computes the grade point averages for students enrolled in other courses while concurrently enrolled in basic skills courses and students enrolled only in courses other than basic skills.

TABLE 5

PERFORMANCE OF BASIC SKILLS STUDENTS
IN OTHER CLASSES - FALL 1984 ENROLLEES
SPRING 1985 PERFORMANCES

Spring - 1985 Data	Reading		Math		Totals	
	#	%	#	%	#	%
Not Enrolled During Spring 1985	42	26.58	35	26.12	77	26.37
Enrolled in Only Basic Skills Classes	21	13.29	27	20.15	48	16.44
Enrolled in Basic Skills & Other Classes	45	28.48	43	32.09	88	30.14
Enrolled Only in Other Classes	50	31.65	29	21.64	79	27.05
Total Units Attempted	870*		494.5*		1364.5*	
Average Units Attempted	9.16*		6.87*		8.17*	
Grade Point Average	2.16*		2.34*		2.23*	

*The units listed exclude basic skills courses. The GPA was determined by subtracting credit/non-credit courses from the total units and dividing the results into the grade points earned.

In the fall of 1984, 74.5% of basic skills students took other academic courses. The average load was just over six units and the earned GPA was 2.25. For this same group an analysis of their spring 1985 schedule and grades produced the following data: 26.5% did not return to the College in the spring of 1985; 16% returned and took only basic skills classes; 30% enrolled in basic skills courses and other courses; and 27% enrolled only in other classes. For those enrolled in other classes, the average unit load was 8.17, two units over the figure for the fall of 1984 and the average GPA was 2.23.

Table 6 displays the average units attempted and the GPA for students in basic skills courses and in other courses. A comparison of the fall 1984 and spring 1985 enrollees (Tables 4 and 6), shows that the fall 1984 students averaged 0.5 unit greater load than the spring 1985 enrollees. The grade point average earned was identical for both groups.

TABLE 6

PERFORMANCE OF BASIC SKILLS STUDENTS
IN OTHER CLASSES - SPRING 1985 ENROLLEES

Spring - 1985 Data	Reading		Math		Totals	
	#	%	#	%	#	%
Enrolled in Only Basic Skills	49	32.89	64	49.23	113	40.50
Enrolled in Other Classes	100	67.11	66	50.77	166	59.50
Total Units Attempted		577.5*		350*		706.5*
Average Units Attempted		5.78*		5.30*		5.59*
Grade Point Average		2.30*		2.15*		2.25*

*The units listed exclude basic skills courses. GPA was determined by subtracting credit/non-credit courses from the total units and dividing the result into the grade points earned.

Correlations between the grade point average and pre-/post-test gains were computed. The correlations found between the differences in pre and post-test scores and grade point averages achieved in non basic skills classes were very low, thus indicating that it is virtually impossible to predict from knowledge of one of the variables. It might be possible to predict an increase in GPA the semester following entrance into the basic skills program. However this information is not available in this study.

Objective 4 - Retention

The retention study yielded three retention rates. First is the retention rate between the first census (C_1) and the second census (C_2). The second is the rate of retention between the first census and completion, students who were required to be issued a grade. The third rate compares the second census to the completions. See Table 7.

TABLE 8

SUMMARY OF RETENTION DATA

	READING (%)	MATH (%)	BASIC SKILLS AVERAGE (%)
FALL 1984			
First Census to Second Census	83.17	70.61	80.98
Frist Census to Completion	71.29	70.59	70.95
Second Census to Completion	85.21	89.80	87.62
SPRING 1985			
First Census to Second Census	100.00	94.77	97.43
First Census to Completion	83.71	79.07	81.43
Second Census to Completion	83.71	83.44	83.58

In order to assess the significance of the retention rates, a spring 1985 comparison was made between the retention rates in reading versus English 1A (transfer) and English 74 (non-transfer). For comparison in mathematics, basic skills math was compared with Math 72, Review of Arithmetic, a non-transfer course. Finally a comparison was made of retention rates between the first and second censuses for basic skills classes and the college-wide retention rate. See Table 8.

TABLE 8

RETENTION RATES - SPRING 1985

BASIC SKILLS	First Census to Second Census	First Census to Completion	Second Census to Completion
Reading	100.00	83.71	83.71
English 1A	92.70	66.55	71.78
English 74	93.04	81.65	87.76
BASIC SKILLS			
Math	94.77	79.07	83.44
Math 72	87.97	48.12	54.70
TOTAL BASIC SKILLS	97.43	81.43	83.58
COLLEGE WIDE RETENTION RATE	88.78	Not Available	Not Available

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Inspection of the comparative retention rates in Table 8 shows that the retention rates between the two census periods are greater in basic skills classes than in the comparison classes or for the College as a whole. The comparison of retention rates between the first census and completion of the course also was higher for the basic skills classes.

A further analysis compared the retention rates between the first census and successful course completion (i.e. a grade of A, B, C, D or an incomplete) for spring 1985 enrollees. It appears that retention rates are comparable for basic skills and higher level courses.

TABLE 9

SUCCESSFUL COMPLETIONS
FIRST CENSUS VERSUS A PASSING COURSE GRADE
SPRING 1985 ENROLLEES

READING (BASIC SKILLS)		65.17 Successful Completion Rate
	English 1A	64.11 Successful Completion Rate
	English 74	79.75 Successful Completion Rate
MATHEMATICS (BASIC SKILLS)		62.21 Successful Completion Rate
	Math 72	54.89 Successful Completion Rate

Objective 5 - Self Confidence Ratings

The Student Satisfaction Survey (Appendix F) was administered to 225 students to determine the students' satisfaction with the program and to determine their perceptions of their confidence in succeeding in college. See Table 10.

A total of 148 basic skills math students filled out the Student Satisfaction Survey. For 36.5 percent this was their first basic skills math course; 48 percent had taken two or three courses; and 15.5 percent had taken four or more basic skills math courses. In reading, 186 students filled out the survey with 51 percent in their first course, 35.5 percent in their second or third course, and 13.4 percent in at least their fourth course.

Before taking basic skills courses 61 percent felt they would not be successful in college, and over 80 percent of the math students felt they would be unsuccessful compared to 40 percent of the reading students. After taking the course less than four percent of the students felt they would be unsuccessful. The students felt that the courses were helpful particularly in improving their self-image, increasing their confidence, improving math and reading skills, and preparing them for jobs or careers.

Less than eight percent of the students reported dissatisfaction with the basic skills program. However, 24 percent were dissatisfied with the academic advising they received prior to enrolling in basic skills.

Written comments (see Appendix G) about the reading and mathematics programs were also very complimentary. No major differences appear in the written section when comparing it to the tallied responses.

TABLE 10

TALLY OF RESPONSES
TO THE STUDENT SATISFACTION SURVEY

N = 225

QUESTIONS

1. How many developmental math courses have you taken?

	#	%
This is my first	54	36.49
2 - 3	71	47.97
4 or more	23	15.54
Total	148	

2. How many developmental reading courses have you taken?

	#	%
This is my first	95	51.08
2 - 3	66	35.48
4 or more	25	13.44
Total	186	

3. Before taking developmental education courses, did you feel you would be _____ in college courses.

	READING		MATH		TOTAL	
	#	%	#	%	#	%
Very successful	15	13.39	1	1.01	16	7.58
Successful	52	46.43	14	14.14	66	31.28
Not successful	45	40.18	84	84.85	129	61.14
Total	112		99		211	

4. After you have taken developmental education courses, do you feel you are _____ in college courses.

	READING		MATH		TOTAL	
	#	%	#	%	#	%
Very successful	21	18.75	35	34.65	56	26.29
Successful	85	75.89	64	63.37	149	69.95
Not successful	6	5.36	2	1.98	8	3.76
Total	112		101		213	

Table 10, Continued

5. Now that you have completed your developmental education course, how much help did your experiences in this class help you in reaching each of the goals listed?

	Not a Goal		Not Much Help		Some Help		Much Help		No Response	
	#	%	#	%	#	%	#	%	#	%
To improve my reading skills	23	10.22	10	4.45	90	40.00	101	44.89	1	0.44
To improve my math skills	52	23.10	8	3.56	17	7.56	110	48.89	38	16.89
To increase my chances of success in any other classes	9	4.00	11	4.89	90	40.00	107	47.56	8	3.55
To improve my opportunities for getting a job	30	13.33	20	8.89	68	30.22	101	44.89	6	2.67
To prepare for a new career	26	11.56	16	7.11	74	32.89	101	44.89	8	3.55
To improve my chances for a possible raise and/or possible promotion in my present job	139	61.78	13	5.78	29	12.89	38	16.88	6	2.67
To improve my self-image	18	8.00	13	5.78	62	27.56	129	57.33	3	1.33
To learn specific skills that will enrich my everyday life	9	4.00	12	5.33	80	35.56	121	53.78	3	1.33
To increase my self-confidence	7	3.11	10	4.45	74	32.89	128	56.88	6	2.67

Table 10, Continued

6. How satisfied are you with your experience in the developmental education course in each of the following areas?

Experience	Not Applicable		Dissatisfied		Somewhat Satisfied		Very Satisfied		No Response	
	#	%	#	%	#	%	#	%	#	%
The method of instruction in reading	7	3.11	11	4.89	68	30.22	125	55.56	14	6.22
The method of instruction in math	51	22.67	2	0.88	33	14.67	116	57.56	23	10.22
The availability of tutoring	20	8.89	17	7.56	53	23.56	98	43.56	37	16.43
The effectiveness of tutoring	36	16.00	14	6.22	36	16.00	119	52.89	20	8.89
Progress I've made toward my academic goals	11	4.89	16	7.11	95	42.22	87	38.67	16	7.11
Progress I've made toward my career goals	25	11.11	15	6.67	82	36.44	87	38.67	18	8.00
Progress I've made in my other classes besides developmental education	43	19.11	10	4.44	85	37.78	69	30.67	22	9.79
The academic advising I received before enrolling in and during the program	41	18.22	55	24.44	57	25.33	50	22.22	19	8.45
The helpfulness of the Laboratory Assistant	7	3.11	18	8.00	45	20.00	138	61.33	17	7.56
My overall satisfaction with the program	3	1.33	12	5.33	45	20.00	146	64.89	19	8.45

Objective 6 - Assessment Scores

Basic skills courses are recommended for students scoring level one or two on the college-wide assessment/placement test. Students scoring level one in reading and math are told they "should" take appropriate basic skill classes.

Table 11 illustrates the number and percentage of new students scoring levels 1, 2, and 3 on reading and math on the Comparative Guidance Placement (CGP), the college-wide assessment/placement test for fall 1984.

Thirty percent of the new students taking the college-wide assessment test in 1984 scored below 9th grade reading level. Twenty-nine percent scored at a math level indicating they needed basic skills in the basic computations of addition, subtraction, multiplication, division, decimals, and fractions.

TABLE 11

1984 COMPARATIVE GUIDANCE PLACEMENT
STUDENT ASSESSMENT LEVELS

	Level 1	Level 2	Level 3
READING	1014 (30%)	1510 (45%)	839 (25%)
MATH	974 (29%)	1749 (52%)	639 (19%)

A sub-sample of students was selected for further analysis.

Table 12 provides the number and percentage of students scoring level one on the CGP in math or reading on the August 1984 sub-samples. Breakdown is presented in Table 13 for those subsequently enrolling in the College and those not enrolled in the College in fall 1984. Over thirty percent of the students who score level one in reading and/or math do not enroll in the College the semester following the testing.

TABLE 12

AUGUST 1984 LEVEL ONE - READING/MATH

	READING	MATH
No Subsequent Enrollment in the College	167 (35%)	152 (32%)
Fall 1984 Enrollment in the College	294 (64%)	323 (68%)

Table 13 breaks the level one students from the August sub-sample into two categories.

Students are considered to be appropriately placed if they took the placement advice in the fall, or did not take the recommended courses but did not select inappropriate courses based upon their test scores. Students are considered to be inappropriately placed if they took course(s) not in line with their test scores.

Only fifty-seven percent of the students scoring level one in reading and sixty-two percent of the students scoring level one in math follow the advice of the assessment/placement results. Apparently, level one students do not all take the placement advice and the College needs to review the situation.

TABLE 13

LEVEL ONE APPROPRIATE AND INAPPROPRIATE VOLUNTARY PLACEMENT IN READING OR MATH AUGUST SUB-SAMPLE

	READING	MATH
APPROPRIATE PLACEMENT	169 (57%)	199 (62%)
INAPPROPRIATE PLACEMENT	125 (43%)	124 (38%)

Objective 7 - Re-entry Students

A re-entry student was defined as a student who had been out of school for a period of three or more years. An analysis of the demographic data identified 102 enrollees as re-entry students. A summary of these students is presented in Table 14.

TABLE 14

RE-ENTRY STUDENTS
SPRING 1985

	Only Basic Skills Classes		Taking Other Classes		Total # Students	Total Units*	Ave. Units	Grade Points	GPA**
READING	14	(31.82%)	30	(68.18%)	44	151	5.03	398	2.78
MATH	31	(45.59%)	37	(54.41%)	68	167	4.51	369	2.40
TOTALS	45	(44.12%)	67	(65.68%)	102	318	4.75	767	2.58

*Basic skills course units are not included.

**GPA was computed by dividing the total units, minus credit/non-credit units, into the total grade points.

A comparison of re-entry students to the total spring basic skills enrollment (Table 6) shows that a higher percentage of re-entry students were enrolled in non-basic skills classes and their performance, as measured by grade point average, exceeded the total for the entire basic skills population.

If we compare the data on the re-entry students to the total spring 1985 basic skills enrollment (Table 6) we note that a higher percentage, 67% versus 59%, were enrolled in other classes. The average unit load was lower, 4.75 versus 5.59, but the average GPA was considerably higher, 2.58 versus 2.25.

TABLE 15

RE-ENTRY STUDENTS - TEST PERFORMANCE
SPRING 1985

Test:

READING COMPREHENSION

	Means	T-Test	Confidence Levels
Pre-test	31.00	N = 22 Mn = 6.1818 SD = 6.68	95% Level 3.2190-9.1446
Post-test	37.182	T = 4.340 Sign = 0.0003	99% Level 2.1483-10.2154

MATHEMATICS COMPUTATION

	Means	T-Test	Confidence Levels
Pre-test	24.276	N = 29 Mn = 14.483 SD = 5.96	95% Level 12.2167-16.7488
Post-test	38.759	T = 13.095 Sign = 0.0000	99% Level 11.4261-17.5394

The data in Table 15, when compared with the skill growth data from Tables 2 and 3 indicate that the average growth gains for re-entry students were greater in reading comprehension, 6.18 versus 4.49, a difference of 1.69 raw score points. In mathematics the re-entry students' average gains again were higher, 14.48 versus 13.22 for the total sample, a difference of 1.26 raw score points.

The data in Table 16 shows comparable data for non re-entry students. It will be noted that the non re-entry students start at a higher level in reading but the re-entry students make greater average gains (6.18 points versus 3.30 points). In mathematics the re-entry students show a greater gain (14.5 vs. 12.8 points).

TABLE 16

NON RE-ENTRY STUDENTS - TEST PERFORMANCE
SPRING 1985

Test:

READING COMPREHENSION

	Means	T-Test	Confidence Levels
Pre-test	35.791	N = 43 Mn = 3.3023 SD = 8.77	95% Level 0.6016-6.0031
Post-test	39.093	T = 2.458 Sign = 0.0177	99% Level -0.3082-6.9129

MATHEMATICS COMPUTATION

	Means	T-Test	Confidence Levels
Pre-test	22.783	N = 23 Mn = 12.826 SD - 11.0	95% Level 8.0724-17.5798
Post-test	35.609	T = 5.597 Sign = 0.000	99% Level 6.3653-19.2868

There were no significant correlations found between pre/post-test gains and grade point averages for re-entry students. The lack of significance may be due to some degree, to the small numbers of subjects available for the correlations.

DISCUSSION

The evaluation of our remedial program in reading and mathematics has resulted in several major findings which are summarized below.

Demographics

More females than males enroll in basic skills courses. Asian, Black and Hispanic students are overrepresented.

Skill Growth

1. Growth in reading as measured by pre and post-test data showed an average gain ranging from 1.1 years in comprehension to 3.3 years in structural analysis. These rates of growth are over twice what one might expect based upon month for month growth patterns.

2. Growth in mathematics, as measured by pre and post-test data, showed an average gain of 3.3 years in computations and 4.0 in applications. These growth rates are 6 to 8 times what one might expect based upon month for month growth patterns.

Performance in other Classes

1. The data shows that 60-75% of the basic skills students enroll in other classes. These students attempt an average of 5.6 to 6.1 units outside of the basic skills area and they average a 2.25 grade point.

2. Of the students enrolled in basic skills classes in the fall of 1984, 74% returned to classes in the spring of 1985. Of this group of returnees, 63.3% enrolled in one or more basic skills course. For this group, the average "other class units increased to 8.2 units, up two units from the fall. The average grade point average in the spring declined by 0.02 points.

Retention Rates

1. The retention rates for basic skills students exceeded the college-wide rate by over eight percent.

2. The retention rate comparing first census to completions shows a greater rate for basic skills classes than for comparison classes. The differences were greatest in mathematics.

Self-Confidence/Program Satisfaction

1. The survey showed a major increase in reported confidence concerning success in college when viewing pre basic skills responses with post basic skills responses.

2. In mathematics, 85% of the pre basic skills respondents felt they would not be successful in college courses. After taking the basic skills courses, the percentage dropped to 2%. In reading the change was from 40% to 5%.

3. Comments about the helpfulness of the program were extremely positive.

Assessment

1. Thirty percent of the students score below eighth grade in reading, forty-five percent score below college level, and only twenty-five percent read at the college level.

2. Twenty-nine percent of the students in math need assistance in basic computation. Only nineteen percent score at a level to enter courses at the level of algebra or above.

3. Thirty-six percent of the level one students do not enroll in the College the semester following testing.

4. Only fifty percent of the students take placement advice.

Re-entry Students

1. Re-entry students are more likely to take other classes in addition to basic skills than non re-entry students, but average fewer units. The re-entry GPA was 2.58 compared to 2.25 for the total population.

Other questions have arisen as a result of this evaluation. One primary concern is overrepresentation of females, and of Asian, Black and Hispanic students. These students need to be followed up at the conclusion of their basic skills program to determine how well they do. We also do not know what happended to students who needed basic skills based upon their test scores but who did not enroll in basic skills.

San Joaquin Delta College has a system of mandatory assessment and voluntary placement. We know that students who complete basic skills courses in reading and math are able to improve their skills and also succeed in other college courses. The question remains -- Should students be required to take basic skills courses if they score level one or level two?

The College is also in the process of hiring a full-time assessment instructor who will be responsible for assessment/placement testing and the research related to the matriculation process. We also expect to have the computer programming in place which will permit us to follow-up all students who have taken the assessment test.

Our research has just begun. However we were able to evaluate two parts of our remedial program using limited funds and almost no computer assistance.

APPENDIX A

REPLICATION

PROCEDURES

SUGGESTIONS/COMMENTS

How We Proceeded

In this appendix, we have described the activities that occurred each month and the problems associated with our research design.

	Activities
January/February	The Division Chair and the Dean for General Education formulated a project proposal. Instructors were involved to discuss the proposal and to enlist their support. Selection of pre/post tests review and modification of demographic and satisfaction surveys were completed. In late February, a project evaluator was selected and pre-tests were administered.
	Suggestions/Comments
	Planning was too close to the beginning of the semester. Evaluator should have been aboard earlier (i.e. at time of development of objective and local surveys). Pre-tests, if possible, should have been administered earlier and follow up should be done to see that as many as possible take the pre-test. The data processing staff need to be involved in the development and design of data collection forms to insure they will be useable for electronic scoring with the minimum of need for added programming.
	Activities
March	Scoring and recording of pre-test data was completed. This was done by the instructors and the Division secretary. The tests were hand scored and the data collection sheets were not developed for compatability with electronic scoring.

Suggestions/Comments

The data collection forms should have been developed to allow for electronic rather than hand scoring.

Data print-outs rather than hand recording should have been explored.

Activities

April

The demographic survey was administered.

The college work study student was hired to tally results.

Suggestions/Comments

Field test the instruments before administering.

Although data was collected on forms compatible with electronic scoring, we were unable to electronically score.

If you are to hand tally, hire your students at the same time you are to receive the data.

Follow up to see that as many as possible have completed the instrument.

Activities

May

The student satisfaction survey was administered.

Results were tallied.

Schedules, grades, etc. were taken from off the computer for fall 1984 students, to determine performance in classes outside of basic skills.

Suggestions/Comments

Field test survey instrument. We found one question "What wouldn't you change about the basic skills program?" was misinterpreted consistently.

The hand tally of data from the electronic scoring sheets worked better than having the students respond directly on the surveys, since it involved much less paper and all responses were on a single page.

The procedure we used to secure student schedules, grades, etc. was very time consuming as we had to enter each student I.D. individually and wait for the program to come onto the screen and to print. Be sure if you are printing data to have your printer away from others (ours was in the Division Office) as the noise is distracting and bothers those close to the printer.

Another method of securing the schedule, grades, etc. would be helpful and less time consuming. This should be explored.

Activities

Late May/June

Post-tests were administered.

Data analysis continued and spring 1985 grades were secured.

Suggestions/Comments

Problems with analysis using the Minitab system are noted above. A newer, more flexible system would be desirable.

The report: (1) Be sure to detail, in advance, the format to be followed; (2) detail the statistical treatments expected; (3) determine if an abstract report is needed or desired, in addition to the major report; (4) determine who will type/reproduce the report. These concerns should be addressed early in the planning for the project.

TASK	RESPONSIBLE PERSON(S)	SUGGESTIONS/COMMENTS
1. Discuss need for evaluation and possible scope	Division Chair & Instructors	Come up with the uses of the data once it has been collected, and rationale for doing an evaluation.
2. Develop objectives	Division Chair & Instructors, Researcher (if available)	Be sure to be specific. Limit to a few rather than trying to do all at the same time. Evaluator should be part of this process.
3. Determine instruments & activities needed to evaluate the objectives	Division Chair, Instructors, Data Processing Mgr., Research person	Look at manageable activities and look for instruments to help with your instructional activities, not merely an evaluation tool. Try to coordinate with data processing.
4. Develop instruments that are not already available	Division Chair, Instructors, Data and Research persons	Develop, if possible, instruments that can be scored electronically and be sure to store data in the computer for further use.
5. Develop time lines for dissemination of data collection instruments and for administration of the instruments	Division Chair, Instructors, Data and Research persons	Develop time lines, at least 6 weeks in advance of the opening of the semester - not after it has begun. Coordinate with teacher schedules and availability of data processing time.
6. Discuss project with students who are to be involved	Division Chair & Instructors	Discuss value of the study and its projected uses.
7. Try out locally developed surveys	Division Chair & Instructors	Try out to see if you are clear and if you are eliciting the types of responses desired. Get suggestions from students on how to clarify, modify, etc.

(Continued)

TASK	RESPONSIBLE PERSON(S)	SUGGESTIONS/COMMENTS
8. Data Collection	Division Chair & Instructors	Pre-test as early in semester as possible and post-test as late as possible. Space the collection of data so that it disrupts as little as possible. Follow up on absentees to get their data too. Division Chair - monitor to see that this phase is progressing as intended. Collect demographic data early in the semester. (Preferably electronic tally)
9. Data Analysis	Division Chair, Data & Research persons	If at all possible, have all data collected in a manner to allow it to be automatically entered into the computer. This allows for an infinite number of comparisons and analyses.
10. Reporting of Results	Division Chair & Research person	Discuss results with staff and secure their comments and suggestions prior to publishing the final report. Develop full report of finds and an abbreviated version that highlights the results. Based upon the uses of the results determined in Task #1, disseminate the results.
11. Follow-up	Division Chair, Instructors, Research person	Determine what comes next. Do we continue the project longitudinally? Do we repeat it periodically? Do we end here? If we continue or repeat later - analyze strengths and weaknesses, and note changes needed in procedures, instruments, etc.

APPENDIX B

BASIC SKILLS EVALUATION

OBJECTIVES & TASKS

SUGGESTIONS/COMMENTS

San Joaquin Delta College
5151 Pacific Avenue
Stockton CA 95207

Office of Communication Skills

March 18, 1985

TO: Dr. Merrilee Lewis
Dr. Mary Ann Cox
Project Instructors

FROM: Jack Stirton, Project Evaluator

RE: Basic Skills Evaluation - Objectives and Tasks

Objective 1 - Demographic Data

Population - Spring 1985

Tasks
- Administer Information Survey
- Tally and Analyze

Objective 2 - Skill Growth

Population - Spring 1985

Tasks
- Pre-test and record data
- Post-test and record data
- Analysis

Objectives 3,4, 5 - Effects of Basic Skills Classes

Population - Fall 1985

Tasks
- Identifying completions
- Secure Fall 1984 schedules
- Secure Spring 1985 schedules
- Analyze for:
    +Basic skills courses
    + Determine GPA's in non-basic skills courses

Objective 6 - Retention

Population - Fall 1984 and Spring 1985

Tasks
- Fall 1984 census data (C-1 and C-2)
    + Contrast basic skills and college-wide data
    + Contrast reading/math
- Spring 1985 census data (C-1 and C-2)
    + Contrast basic skills and college-wide data
    + Contrast reading/math

Objective 7 - Self-Confidence

Population - Spring 1985

Tasks
- Administer Attitude Scale
- Analysis of Data

Objective 8 - Assessment Scores and GPA's

Population - Fall 1984 (level 1's only) - Reading/Math

Tasks
- Identification of level 1 students - Reading/Math
- Schedules and GPA's - Fall 1984
- Contrast those in basic subjects vs those not in basic skills classes

Objective 9 - Re-entry vs Non-re-entry Students

Population - Spring 1985

Tasks
- Identifying re-entry (out 3 years or more)
- Spring schedule
  + Classes other than basic skills
- Spring GPA
- Pre/post test data
- Analysis

Suggestions/Comments

Develop plans at least one semester in advance.

Involve staff and evaluator in developing specifics.

Involve data processing staff in planning.

APPENDIX C

INSTRUCTOR TASKS & DUE DATES

SUGGESTIONS/COMMENTS

San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207

Office of Communication Skills

March 18, 1985

TO: Jean Cummings
Sara Garfield
Julia George
Mary Montez
Helen Murray
Maggie Engleman
Gayle McBride
John Nicholls

FROM: Jack Stirton, Project Evaluator

RE: Instructor Tasks and Due Dates for Materials

Task	Projected Completion Date	Completion
1. Pre-Test	March 1	
2. Recording of Pre-Test Data on Collection Forms	March 29	
3. Administration of Student Information Survey	April 8-12	
4. Administration of Student Satisfaction Survey	May 21-24	
5. Post-Test	May 27-31	
6. Recording of Post-Test Data on Collection Forms	June 5	

Completed materials are to be submitted to the Communication Skills Division Office--Holt 208.

Thank You

JS:sks

Suggestions/Comments (Appendix C)

Be sure that data collected is looked over for completeness.

Division Chairperson should do follow-up to see that staff is following the schedule.

Develop procedures for make-ups.

APPENDIX D

DATA COLLECTION FORMS FOR
PRE & POST TEST DATA

SUGGESTIONS/COMMENTS

DATA COLLECTION FORM

Reading Instructor _____ Class _____ Code # _____ Pre-Test Date _____ Post-Test Date _____

Student's Name & Social Security #		Test 1		Test 2		Test 3		Test 4		Test 5		Test 6	
		Raw Score	Grade Equiv	Raw Score	Grade Equiv	Raw Score	Grade Equiv	Raw Score	Grade Equiv	Raw Score	Grade Equiv	Raw Score	Grade Equiv
1.	Pre												
	Post												
2.	Pre												
	Post												
3.	Pre												
	Post												
4.	Pre												
	Post												
5.	Pre												
	Post												
6.	Pre												
	Post												
7.	Pre												
	Post												
8.	Pre												
	Post												
9.	Pre												
	Post												
10.	Pre												
	Post												
11.	Pre												
	Post												
12.	Pre												
	Post												
13.	Pre												
	Post												

DATA COLLECTION FORM

Math Instructor _____ Class _____ Code # _____ Pre Test Date _____ Post Test Date _____

Student's Name	Social Security #		Computation Test Raw Score	Computation Test Grade Equivalency	Application Test Raw Score	Application Test Grade Equivalenc
1.		Pre				
		Post				
2.		Pre				
		Post				
3.		Pre				
		Post				
4.		Pre				
		Post				
5.		Pre				
		Post				
6.		Pre				
		Post				
7.		Pre				
		Post				
8.		Pre				
		Post				
9.		Pre				
		Post				
10.		Pre				
		Post				
11.		Pre				
		Post				
12.		Pre				
		Post				
		Pre				

Suggestions/Comments (Appendix D)

Eliminate grade equivalent column - it confuses when data are being entered.

Record pre & post test data in contrasting colors of ink (i.e. blue/black and red).

Eliminate student I.D. number (never was used).

Should use forms that will allow direct input to the computer or at least be compatible with hand scoring and computer input.

The scoring of the tests should be electronic - not by hand as we had done.

APPENDIX E

DATA COLLECTION - STUDENT INFORMATION SURVEY

SUGGESTIONS/COMMENTS

STUDENT INFORMATION SURVEY

(Instructions for Marking NCS Data Sheets)

Please read and have your students record the following data on side 2 of the NCS data sheet provided.

Identifying Data

1. Last Name, First Name - fill in the bubbles for each latter.
2. Bubble the blank indicating your sex.
3. Bubble the blanks indicating the year and month of your birth.
4. In the special codes section, record in the first two blanks your age and bubble the appropriate numbers below.
5. In the identification section, record your social security number and bubble the appropriate numbers for these numbers.
6. In the grade or education section, mark as follows: (MARK ONE ONLY!)

   Not a High School graduate - Mark 1
   High School equivalency by tests - Mark 2
   High School graduate - USA - Mark 3
   High School graduate - foreign country - Mark 4
   I am enrolled in High School, too - Mark 5

Questions

7. For Question #121:

   If you are a Male - Mark 121 A
   If you are a Female - Mark 121 B

8. For Question #122 - Veteran:

   If you are a veteran - Mark 122 A
   If you are not a veteran - Mark 122 B

9. For Question #123 - Marital Status:

   Single - Mark 123 A
   Married - Mark 123 B
   Separated - Mark 123 C
   Divorced - Mark 123 D
   Widowed - Mark 123 E

10. Questions 124 and 125 - Race:

    Question 124 - American Indian/Alaskan Native - Mark 124 A
    - Asian/Pacific Islander - Mark 124 B
    - Black (not Hispanic origin) - Mark 124 C
    - Caucasian (not Hispanic origin) - Mark 124 D
    - Filipino - Mark 124 E
    - Hispanic/Latino - Mark 125 A

11. Question 126 - Primary Language:

    If English is your Primary Language - Mark 126 A
    If English is not your Primary Language - Mark 126 B

12. Question #127 - Years since you have been in school

Less than 1 year - Mark 127 A
One (1) year - Mark 127 B
Two (2) years - Mark 127 C
Three (3) or more years - Mark 127 D

13. Question #128 - Financial Aid:

Are you now or have you ever received financial aid?

Yes - Mark 128 A
No - Mark 128 B

14. Questions #129-133 - Major Field:

What is your Major?	Mark	
Agriculture/Natural Resources	129	A
Architecture/Environmental Design	129	B
Biological Sciences/Physical Sciences	129	C
Business/Management/Office Administration	129	D
Communications/Journalism/Speech	129	E
Computer and Information Services	130	A
Eudcation	130	B
Engineering	130	C
English/Humanities/Philosophy	130	D
Fine and Applied Arts	130	E
Food Services	131	A
Foreign Languages	131	B
General Education/Interdisciplinary	131	C
Health Professions/Allied Health Fields	131	D
Home Economics/Family and Consumer Education	131	E
Law/Legal Assisting/Public Safety & Security	132	A
Library Science/Library Technology	132	B
Mathematics	132	C
Occupational and Trade Technologies	132	D
Physical Education	132	E
Social Sciences	133	A
Undecided	133	B
Not Listed	133	C

15. Question #134 & 135 - Work Hours Per Week:

	Mark	
I don't have a job	134	A
1 - 9 hours	134	B
10 - 19 hours	134	C
20 - 29 hours	134	D
30 - 39 hours	134	E
40 and over	135	A

BEST COPY AVAILABLE

NAME _____

SIDE ONE

GENERAL PURPOSE NCS ANSWER SHEET

FOR USE WITH ALL NCS SENTRY™ OPTICAL MARK READING SYSTEMS

EXAMPLE

WRONG 1 Ⓣ Ⓟ ○ ○ ○

WRONG 2 Ⓣ ⊗ ○ ○ ○

WRONG 3 Ⓣ Ⓟ ● ○ ○

RIGHT 4 Ⓣ Ⓟ ○ ● ○

IMPORTANT DIRECTIONS FOR MARKING ANSWERS

Use #2 pencil only.
Make heavy black marks that fill the circle completely.
Erase clearly any answer you wish to change.
Make no stray marks on this answer sheet.

← REFER TO THESE EXAMPLES BEFORE STARTING PRACTICE EXERCISES →

PRACTICE

	A	B	C	D	E
1	Ⓣ	Ⓟ	○	○	○
2	Ⓣ	Ⓟ	○	○	○
3	Ⓣ	Ⓟ	○	○	○
4	Ⓣ	Ⓟ	○	○	○

	A	B	C	D	E
1	Ⓣ	Ⓟ	○	○	○
2	Ⓣ	Ⓟ	○	○	○
3	Ⓣ	Ⓟ	○	○	○
4	Ⓣ	Ⓟ	○	○	○
5	Ⓣ	Ⓟ	○	○	○
6	Ⓣ	Ⓟ	○	○	○
7	Ⓣ	Ⓟ	○	○	○
8	Ⓣ	Ⓟ	○	○	○
9	Ⓣ	Ⓟ	○	○	○
10	Ⓣ	Ⓟ	○	○	○
11	Ⓣ	Ⓟ	○	○	○
12	Ⓣ	Ⓟ	○	○	○
13	Ⓣ	Ⓟ	○	○	○
14	Ⓣ	Ⓟ	○	○	○
15	Ⓣ	Ⓟ	○	○	○
16	Ⓣ	Ⓟ	○	○	○
17	Ⓣ	Ⓟ	○	○	○
18	Ⓣ	Ⓟ	○	○	○
19	Ⓣ	Ⓟ	○	○	○
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SIDE TWO

NAME
LAST NAME
FIRST

SEX FEMALE MALE

BIRTH DATE Yr. Mo.

SPECIAL CODES

IDENTIFICATION NUMBER

GRADE OR EDUCATION

DO NOT WRITE IN THIS SPACE

121	131	141	151	161	171
122	132	142	152	162	172
123	133	143	153	163	173
124	134	144	154	164	174
125	135	145	155	165	175
126	136	146	156	166	176
127	137	147	157	167	177
128	138	148	158	168	178
129	139	149	159	169	179
130	140	150	160	170	180

181	191	201	211	221	231
182	192	202	212	222	232
183	193	203	213	223	233
184	194	204	214	224	234
185	195	205	215	225	235
186	196	206	216	226	236
187	197	207	217	227	237
188	198	208	218	228	238
189	199	209	219	229	239
190	200	210	220	230	240

Please write your responses to the following questions:

Name_____ SS#_____

Home Telephone #( )_____

Dependents: No_____ Yes_____ If yes, how many? _____

Name of High School Attended: _____

Location of this High School: _____

_____

College:

Number of Units Already Earned_____

Quarter_____ or Semester_____

If your major was not on the list for questions 129-133, please write it below:

_____

Suggestions/Comments (Appendix E)

Seemed to work well.

Helpful if all this data could be entered onto the computer, thus allowing infinite analyses.

The NCS forms were useful even for hand tally as we only dealt with one paper for each student.

Eliminate written response form, if possible, by combining onto the NCS data sheet.

APPENDIX F

DATA COLLECTION - STUDENT SATISFACTION SCALE

SUGGESTIONS/COMMENTS

San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207

Office of Communication Skills

May 20, 1985

TO: Jean Cummings
Sara Garfield
Julia George
Mary Montez
Helen Murray
Maggie Engleman
Gayle McBride
John Nicholls

FROM: Jack Stirton, Project Evaluator

RE: Student-Satisfaction Scale

Attached are administration instructions, NCS Score Sheets and written response forms. Please record with each class group the following identification information:

Instructor Name

Course Name and Number

Course Code

Please complete and return to the Communication Skills Division Office--Holt 208--by May 24th.

Thank You,

JS:sks

Attachments

STUDENT SATISFACTION SURVEY

(Instructions for Marking NCS Data Sheets)

Please read and help students complete the data. USE SIDE 2 ONLY!!!

Identifying Data

1. Complete the name section (one space between the last and first name) and bubble the appropriate letters.

2. Sex - bubble male or female.

3. Birthdate - bubble year and month (zeros must be bubbled, too).

4. Special code - column 1 and 2 - record age and bubble

5. Identification number - record your social security number and bubble.

Questions

1. For Question 121 - How many developmental math courses have you taken?

This is my first -	Mark 121 A
2-3	Mark 121 B
4 or more	Mark 121 C

2. For Question 122 - How many developmental reading courses have you taken?

This is my first -	Mark 122 A
2-3	Mark 122 B
4 or more	Mark 122 C

3. For Question 123 - Before taking Developmental Education courses, did you feel you would be _____ in college courses.

Very successful	Mark 123 A
Successful	Mark 123 B
Not successful	Mark 123 C

4. For Question 124 - After you have taken Developmental Education courses, do you feel you are _____ in college courses.

Very successful	Mark 124 A
Successful	Mark 124 B
Not successful	Mark 124 C

5. Now that you have completed your Developmental Education course, how much help did your experiences in this class help you in reaching each of the goals listed?

Goal	Mark Question	Not A Goal	Not Much Help	Some Help	Much Help
To improve my reading skills	125	A	B	C	D
To improve my math skills	126	A	B	C	D
To increase my chances of success in any other classes	127	A	B	C	D
To improve my opportunities for getting a job	128	A	B	C	D
To prepare for a new career	129	A	B	C	D
To improve my chances for a possible raise and/or possible promotion in my present job	130	A	B	C	D
To improve my self-image	131	A	B	C	D
To learn specific skills that will enrich my everyday life	132	A	B	C	D
To increase my self-confidence	133	A	B	C	D

6. How satisfied are you with your experience in the Developmental Education course in each of the following areas?

Experience	Mark Question	Not Applicable	Dissatisfied	Somewhat Satisfied	Very Satisfied
The method of instruction in reading	134	A	B	C	D
The method of instruction in math	135	A	B	C	D
The availability of tutoring	136				
The effectiveness of tutoring	137	A	B	C	D
Progress I've made toward my academic goals	138	A	B	C	D
Progress I've made twoard my career goals	139	A	B	C	D
Progress I've made in my other classes besides Developmental Education	140	A	B	C	D
The academic advising I received before enrolling in and during the program	141	A	B	C	D
The helpfulness of the Laboratory Assistant	142	A	B	C	D
My overall satisfaction with the program	143	A	B	C	D

NAME _____

SIDE ONE

FOR USE WITH ALL NCS SENTRY™ OPTICAL MARK READING SYSTEMS

EXAMPLE

WRONG 1 Ⓣ ◐ ○ ○ ○

WRONG 2 Ⓣ ⊗ ○ ○ ○

WRONG 3 Ⓣ ◐ ● ○ ○

RIGHT 4 Ⓣ ◐ ○ ● ○

IMPORTANT DIRECTIONS FOR MARKING ANSWERS

Use #2 pencil only.
Make heavy black marks that fill the circle completely.
Erase clearly any answer you wish to change.
Make no stray marks on this answer sheet.

← REFER TO THESE EXAMPLE BEFORE STARTING PRACTICE EXERCISES →

PRACTICE

	A	B	C	D	E
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SIDE TWO

NAME
LAST NAME
FIRST

SEX FEMALE ○ MALE ○

BIRTH DATE
Yr. Mo.

SPECIAL CODES

IDENTIFICATION NUMBER

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209	Ⓣ	◐	○	○	○
210	Ⓣ	◐	○	○	○
211	Ⓣ	◐	○	○	○
212	Ⓣ	◐	○	○	○
213	Ⓣ	◐	○	○	○
214	Ⓣ	◐	○	○	○
215	Ⓣ	◐	○	○	○
216	Ⓣ	◐	○	○	○
217	Ⓣ	◐	○	○	○
218	Ⓣ	◐	○	○	○
219	Ⓣ	◐	○	○	○
220	Ⓣ	◐	○	○	○
221	Ⓣ	◐	○	○	○
222	Ⓣ	◐	○	○	○
223	Ⓣ	◐	○	○	○
224	Ⓣ	◐	○	○	○
225	Ⓣ	◐	○	○	○
226	Ⓣ	◐	○	○	○
227	Ⓣ	◐	○	○	○
228	Ⓣ	◐	○	○	○
229	Ⓣ	◐	○	○	○
230	Ⓣ	◐	○	○	○
231	Ⓣ	◐	○	○	○
232	Ⓣ	◐	○	○	○
233	Ⓣ	◐	○	○	○
234	Ⓣ	◐	○	○	○
235	Ⓣ	◐	○	○	○
236	Ⓣ	◐	○	○	○
237	Ⓣ	◐	○	○	○
238	Ⓣ	◐	○	○	○
239	Ⓣ	◐	○	○	○
240	Ⓣ	◐	○	○	○

STUDENT SATISFACTION SURVEY

Name_____SS #_____

Please answer the following:

1. Please write comments about your feelings about the Basic Skills program

2. If you could change <u>one</u> thing about the Basic Skills program, what would it be?

3. What <u>wouldn't</u> you change about the Basic Skills program?

Suggestions/Comments (Appendix F)

Tallied responses worked well.

For written comments form, revise question #3, "What wouldn't you change" as this was misinterpreted by most of the respondents.

Not sure that the identification data is needed unless you will input this data to the computer for matching with demographic and test data. It was not necessary for the hand scoring procedure.

APPENDIX G

WRITTEN RESPONSES TO THE
STUDENT SATISFACTION SURVEY

SUGGESTIONS/COMMENTS

WRITTEN RESPONSES TO THE SATISFACTION SURVEY - READING

#1. Comments about the Basic Skills Program.

Comments	Respondents
No Response	4
Helps a Lot	76
It's okay - Satisfied	16
Interesting/I Like It	5
Somewhat Helpful	2
Helpful Socially/Self-esteem	2
Lab Helpful	2
Lab Very Poor	1
Lab Too Noisy	2
Good Teacher(s)	10
Good Tutor(s)	3
Teacher(s) Hard to Understand	2
Other Responses	
* Reading Boring	1
* Learned Very Little	1
* Placed in Wrong Class	1
* Liked Writing Best	1
* Class Too Easy	2
* Lab Too Easy	1
* Too Much Covered - Couldn't Keep Up	1
* Vocabulary Hard	1

#2. What would you change?

No Response or Could Not Understand	18
No Changes or No Ideas	27
Reorganize the Lab	8

(Written Responses to the Satisfaction Survey - Reading, Continued)

#2. What would you change? (Continued)

Comments	Respondents
Too Many Lab Hours Required/More Units	9
Lab and Staff Distracts - Noisy	6
Need Longer Lab	3
More Group Work	5
Make Lab More Difficult	2
Expand Lab Hours	2
Programs in the Evening	7
Need More Tutors	7
Equipment Hard to Find/Does Not Work	2
Other Responses	
* Need a Basic English Program	1
* Lab a Mess	1
* More Professional Staff	1
* More Spelling	1
* Different Teaching Methods	1
* More Class Time	1
* Change Spelling Workbook	1
* Do Not Mix Classes	1
* More Extensive Testing	1
* Do Not Require the Lab	1
* Need Bigger L.D. Lab	1
* Combine Class & Lab	1
* More on Comprehension	1
* Too Difficult to Keep Up	1
* Allow for Faster Progress	1
* Cassettes Run Too Slow	1
* Lab Not Helpful in All Areas	1
* Stop Stealing of Materials, etc.	1
* Put Classes/Labs on Lower Floors	1

(Written Responses to the Satisfaction Survey - Reading, Continued)

#2. What would you change? (Continued)

Comments	Respondents
Other Comments	
* Meet Every Day	1
* More Conversational	1
* More Vocabulary	2
Having to Fill Out These Surveys	8

#3. What wouldn't you change?*

No Response or Unable to Understand	20
Keep As Is/No Ideas	45
The Teacher(s)	17
The Tutor(s)	5
The Lab Procedures	5
The Lab Hours	4
The Content/Materials	4
The Knowledge I Have Gained	3
The Class	2
Other Responses	
* The People Care	1
* Good Communication	1
* The Entire Program	1
* The Textbook	2
* The Pronunciation Drills	1
* Change Book	1

*It was obvious from the majority of the responses that the students read the question not as what wouldn't you change but read it as what would you change.

WRITTEN RESPONSES TO THE SATISFACTION SURVEY - MATH

#1. Comments About the Program

Comments	Respondents
No Response/Unable to Tally	8
Good/Excellent/Great	42
Helpful (A Lot, etc.)	52
Good Teachers	15
Good Tutors	15
Gave Me Confidence	10
Good Explanations	2
Other Responses	
* Good Atmosphere	1
* Makes Me Feel Good	1
* Well Organized	1
* Good for the Handicapped	1

#2. What would you change?

No Response/Unable to Tally	27
Nothing - Leave As Is	32
More Tutors	18
More Room (Facilities)	7
More Teachers	3
More Lab Time (Hours)	7
Expand Evening Program	5
Stay Open Longer on Fridays	1
Change Lab Hours	3
Two Hour Lab Session, Not One Hour	1
Daily Classes, Not Two Days Per week	1

(Written Responses to the Satisfaction Survey - Math, Continued)

#2. What would you change? (Continued)

Comments	Respondents
Reduce Required Hours or Give More Units	3
Train Tutors to Teach Like the Teachers	2
More Skill Practice Needed and Homework	3
Other Responses	
* Let Students Select First Skill Area for Help	1
* More Privacy in Lab	1
* Soft Music in Lab	1

#3. What wouldn't you change?

No Response/Unable to Tally	27
Nothing - Leave It As It Is	39
The Teacher	27
The Tutors	27
The Teaching Methods Used	12
Don't Drop the Program	4
The Way the Lab Is Run	3
The Help You Receive	3
Other Responses	
* Not Being Made to Feel Inferior	1
* Allowed to Progress at Your Own Rate	1

Positive Outcomes

1. Baseline data has been developed to allow for further comparisons in the years ahead.

2. The cooperation and willing participation of the basic skills staff.

3. The obvious commitment of the college to provide an on-going, longitudinal evaluation of our basic skills program.

4. The provision of data that can help explode the many myths by other staff members about the basic skills program and the participants.

Negative Outcomes

1. Time was lost from instruction in the initial data collection procedures.

2. Not all staff were diligent in the data collection phase.

What would we do differently?

1. Revise the demographic and satisfaction surveys.

2. Develop and implement procedures that would cause the collection and analysis of data to be accomplished electronically.

Suggestions/Comments

Need to change question #3, "What wouldn't you change" because of misinterpretations by the marjority of the respondents.

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
MAR 14 1986